



ELA/Reading Curricular Materials Adoption 3-12

The Idaho State Department of Education has chosen to adopt the *Publisher's Criteria for the Common Core State Standards* (David Coleman; Susan Pimentel). The Idaho Core Standards (CCSS) are rigorous standards that are the basis for the 21st Century Classroom. With appropriate implementation of the CCSS, high school graduates will be well equipped for postsecondary education and the workforce without the need for remediation. The State Curricular Materials Selection Committee recommends that districts refer to the Idaho Core Standards. In addition to the CCSS, policies developed by individual districts, reasonable matches between curricular material content, and agreed-upon learning objectives, provide criteria on which to select curricular materials.

Meeting the CCSS requires a broad variety of curricular materials and media, which can include textbooks and other additional resources. Instructors use curricular materials as a model for academic instruction and can incorporate supplemental resources to create appropriate lessons for their students. Student needs, curriculum learning objectives, and technology goals guide selection of appropriate curricular materials and media.

For the entire official CCSS document, please refer to the link below:

http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

The English Languages Arts/Literacy CCSS Adoption Guide is organized into several sections. Please use the list below as a reference when viewing the adoption guides.

- Comprehensive Program: meaning a program that meets all of the individual CCSS anchor standards.
- Anchor Standard Component Program/Resource: meaning standards were only met in that specific CCSS anchor standard.
- Intervention: meaning a program, supplementary to an existing curriculum, that provides additional curricular support.
- Supplemental/Online Resource Material - refers to materials used to reinforce, enrich, and/ or extend the basic program of instruction. This may include, but is not limited to: ancillary items referenced as, bundles, packages, kits, classroom kits, sets, libraries, and collections

This adoption documentation summarizes the suggested criteria for text adoption.

At the heart of the CCSS are intentions for shifting the focus of literacy instruction to emphasize careful examination of the studied text. The standards focus on students reading closely to draw evidence and knowledge from the text and require students to read texts of adequate range and complexity. Therefore, the criteria outlined below revolve around the texts that students read and the kinds of questions students should address as they write and speak about them.

The standards and these criteria sharpen the focus on the close connection between comprehension of text and acquisition of knowledge. While the link between comprehension and knowledge in reading science and history texts is clear, the same principle applies to all subject areas.

DOCUMENT ORGANIZATION

I. Key Criteria for Text Selection

II. Key Criteria for Questions and Tasks

III. Key Criteria for Academic Vocabulary

IV. Key Criteria for Writing to Sources and Research

The criteria for ELA materials in grades 3–12 have one additional section:

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

ELA and Literacy Curricula, Grades 3-12

I. Key Criteria for Text Selection

1. Text Complexity: The Common Core State Standards require students to read increasingly complex texts with growing independence as they progress toward career and college readiness.

- A. *Texts for each grade align with the complexity requirements outlined in the standards.*
- B. *All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.*
- C. *Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.*
- D. *Novels, plays, and other extended full-length readings are also provided with opportunities for close reading.*
- E. *Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.*

2. Range and Quality of Texts: The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6–12.

- A. *In grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts.*
- B. *In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.*
- C. *The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.*
- D. *Specific texts or text types named in the standards are included.*
- E. *Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.*

II. Key Criteria for Questions and Tasks

1. High-Quality Text-Dependent Questions and Tasks: Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

- A. A significant percentage of tasks and questions are text dependent.*
- B. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.*
- C. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.*
- D. Instructional design cultivates student interest and engagement in reading rich texts carefully.*
- E. Materials provide opportunities for students to build knowledge through close reading of specific texts.*
- F. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.*

2. Cultivating Students' Ability To Read Complex Texts Independently: Another key priority of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth.

- A. Scaffolds enable all students to experience rather than avoid the complexity of the text.*
- B. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.*
- C. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.*
- D. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.*
- E. Materials make the text the focus of instruction by avoiding features that distract from the text.*
- F. Materials offer assessment opportunities that genuinely measure progress.*

III. Key Criteria for Academic Vocabulary

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. Academic vocabulary (described in more detail as Tier 2 words in Appendix A of the Common Core State Standards) includes those words that readers will find in all types of complex texts from different disciplines. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary because these are the words that will help them access a wide range of complex texts.

Aligned materials should guide students to gather as much as they can about the meaning of these words from the context of how they are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone. In alignment with the standards, materials should also require students to explain the impact of specific word choices on the text. Materials

and activities should also provide ample opportunities for students to practice the use of academic vocabulary in their speaking and writing.

Some students, including some English language learners, will also need support in mastering high-frequency words that are not Tier 2 words but are essential to reading grade-level text. Materials should therefore offer the resources necessary for supporting students who are developing knowledge of high-frequency words. Materials should make it possible for students to learn the words' meanings on their own, providing such things as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context.

IV. Key Criteria for Writing to Sources and Research

1. Materials portray writing to sources as a key task.

2. Materials focus on forming arguments as well as informative writing.

- A. In elementary school, 30 percent of student writing should be to argue, 35 percent should be to explain/inform, and 35 percent should be narrative.**
- B. In middle school, 35 percent of student writing should be to write arguments, 35 percent should be to explain/inform, and 30 percent should be narrative.**
- C. In high school, 40 percent of student writing should be to write arguments, 40 percent should be to explain/inform, and 20 percent should be narrative.**

These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.

3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.

4. Students are given extensive practice with short, focused research projects.

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. Materials provide systematic opportunities for students to read complex text with fluency.

2. Materials help teachers plan substantive academic discussions.

3. Materials use multimedia and technology to deepen attention to evidence and texts.

4. Materials embrace the most significant grammar and language conventions.

CONCLUSION: EFFICACY OF ALIGNED MATERIALS

Curriculum materials must have a clear and documented research base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness. It can be surprising which questions, tasks, and instructions provoke the most productive engagement with text, accelerate student growth, and deepen instructor facility with the materials. A great deal of the material designed for the standards will by necessity be new, but as much as possible the work should be based on research and developed and refined through actual testing in classrooms. Publishers should provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. Revisions should be based on evidence of actual use and results with a wide range of students, including English language learners.